Putting Kids on the Pathway to College

How Is Your School Doing?

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How well is your high school preparing students, especially low-income students, to graduate on time ready for college-level work and with a college or technical school acceptance letter in hand? This five-part tool (one of the College Pathways series*) was developed to help anyone with a stake in improving high schools assess the extent to which a school has adopted practices that researchers have discovered in high-performing high schools.

The tool presents four key components, along with indicators of good practice, found in a group of high schools whose low-income students of color are "beating the odds": although they entered ninth grade with well-below-grade-level skills and test scores, almost 70 percent of these students graduate four years later planning to attend college or technical school (see sidebar).

About the Rubric

Key Components: The key components of the tool are based on findings in the literature on high school improvement, as well as on actual practice and on interviews with students and educators in the schools in the Beating the Odds (BTO) study. The four key components are:

- Academic rigor
- A network of timely supports
- A culture of college access
- Effective use of data

Indicators of Good Practice: For each key component, there is a set of indicators that define good practice. The eighteen indicators are based on findings from Beating the Odds.

How the College Pathways Rubric Was Developed

The College Pathways Rubric was developed from findings in Beating the Odds, by Annenberg Institute researchers Carol Ascher and Cindy Maguire (see Resource Directory). Ascher and Maguire studied thirteen high-performing New York City high schools whose incoming ninth-graders had high poverty rates and far-below-average reading and math scores but produced four-year graduation rates and college attendance above the district average, and well above other high schools serving similar students. The initial version of this rubric was designed as a research tool to interview and observe in these "beat the odds" schools.

Structure of the Tool

There are five parts to this tool:

1. A **framework** that identifies indicators of good practice for each of the four key components based on the general practices and programs observed in the BTO schools in their efforts to reach all students.

2. A **rubric** that describes three levels of performance, or evidence of implementation, for each indicator, ranging from practices that reach all students to those at the beginning stages.

3. Examples of **practices and programs** at the BTO schools that help students achieve strong results.

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4. A **blank rubric** for use in a self-assessment, listing the indicators with space for recording evidence of implementation in your school.

5. A short **resource directory** with links to more information about practices or programs being used in the BTO schools, College Pathways programs, and useful publications or resources.

Suggested Uses

The College Pathways Rubric is an information and assessment tool that can inform the thinking of stakeholders interested in improving high school performance. It can also be used to evaluate the extent to which a school has adopted effective practices in the four key components.

The blank rubric can be used to map where your school's practice falls. For example, a school improvement team could use the rubric to assess their school's college pathways program.

Audiences

The College Pathways Rubric has been designed for use by school improvement teams, school reform organizations, district staff, teacher unions and associations, professional development specialists, researchers, student organizations, community organizers, district leaders, and policy-makers.

Framework for the College Pathways Rubric
Indicators of Good Practice

I. Promoting Academic Rigor

1. **Shared standards for rigor** in courses are developed and maintained through ongoing faculty meetings and professional development.

2. Uniform **course content and teaching quality are monitored** and supported through classroom visits by the principal, teacher colleagues, and other instructional leaders.

3. Students are offered **college prep and AP** classes, as well as **tech/career courses with academic content.**

4. **Students' progress is closely monitored.**

II. A Network of Timely Supports

5. The teacher role is expanded to make an **adult available to every student.**

6. Advisories or other structure(s) include **detailed college-going and career objectives** so that students understand how to reach their post-secondary education goals.

7. There is a structure that **coordinates academic and technical courses with requirements for college**, post-secondary technical education, and future careers.

8. **Timely, short-term interventions** – such as tutoring, extra assistance, and extended-day, -week, and -year programs – **allow students to catch up** quickly.

9. Multiple **strategies** are offered **to improve** students' **test-taking skills.**

III. A Culture of College Access

10. Students (and families) are exposed to college through college visits and college fairs.

11. **Parents** are **involved** in planning and supporting the goal of attending college.

12. **Information on** required **tests and courses,** college **admissions process, financial aid,** and specific colleges in the area **is available to students** (and families) including undocumented students, starting in ninth grade.

13. There is **a "college office"** or other place for students (and families) **to get information,** fill out applications, **and** receive **counseling on attending college.**

14. **Visits by community members, graduates, and college reps** show students the possibility and value of going to college.

IV. Effective Use of Data

15. Staff **track** four- and five-year **graduation rates, and percentages of students applying to,** and attending, two- and four-year **colleges.**

16. **PSAT/NMSQT** and **SAT/ACT** test-taking **rates** are **monitored.**

17. **Data on financial aid and test scores** are **received by students.**

18. The school keeps **track** of **graduates' experiences and retention rates in** the different **colleges** they attend.

The College Pathways Rubric
Evidence of Implementation

The rubric illustrates three levels of perform-ance for each of the College Pathways indica-tors. The descriptions are based on the extent to which individual BTO schools have adopted practices associated with strong results; because not all BTO schools have fully implemented each of the indicators, their practice ranges across the rubric.

I. Promoting Academic Rigor

Indicators of Good Practice	Evidence of Implementation		
	REACHING ALL STUDENTS	REACHING MOST STUDENTS	BEGINNING STAGES
1. **Shared standards for rigor** in courses **are developed and maintained** through ongoing faculty meetings and professional develop-ment.	The school has set standards for curriculum rigor and student work across all disciplines and provides professional development to rein-force the standards.	The school has developed com-mon standards for a cluster of two or more subjects, with the aim of expanding to all disci-plines.	The school is still developing agreement about what high-level student work looks like.
2. Uniform **course content and teaching quality are monitored** and supported through classroom visits by the principal, teacher col-leagues, and other instruc-tional leaders.	Administrators visit classrooms and use data to identify: effective faculty, students needing addi-tional help, and weak curriculum and instruction.	Staff are developing practices to assess quality teaching, such as visiting each other's classrooms.	Staff collaborate informally to learn from each other and discuss improving teaching practice.
3. Students are offered **col-lege prep and AP classes,** as well as **tech/career courses with academic content.**	The school offers at least two AP courses and/or opportunities to earn college credit by attend-ing courses in local colleges. All students feel encouraged to attend college or postsecondary education.	College-prep classes are avail-able to many, but not all, stu-dents. Students are encouraged to take classes in a community college if advanced-level classes in that subject are not offered at the school.	Higher-level classes are being phased in over time.
4. **Students' progress is closely monitored.**	School staff keep close track of each student's progress (often using computerized systems) and intervene quickly and efficiently when difficulties arise.	Staff are doing their best to keep track of students, such as review-ing all report cards and tran-scripts.	Staff are working to develop some systems for monitoring stu-dents.

II. A Network of Timely Supports

Indicators of Good Practice	Evidence of Implementation		
	REACHING ALL STUDENTS	REACHING MOST STUDENTS	BEGINNING STAGES
5. The teacher role is expanded to make an **adult available to every student.**	Staff are organized to ensure that no student's academic, behavioral or personal needs go unnoticed. There is a structure for assigning each student to one or more adults on campus.	The school is finding mentors for students from different sources, including community organizations.	The school is beginning to be aware of the need for personalized attention, and some faculty "keep an eye on" certain students.
6. Advisories or other structure(s) include **detailed college-going and career objectives** so that students understand how to reach their postsecondary education goals.	Preparing students for graduation and college goes well beyond classroom teaching, to providing tutoring, mentoring, counseling and other means to maintain close relationships.	College/other options are discussed regularly with all students.	College/other options are discussed with many students at some point.
7. There is a structure that **coordinates academic and technical courses with requirements for college,** post-secondary technical education, **and** future **careers.**	Different paths are presented to students, including moving directly into a job after high school, attending college after working first, and going directly to college.	Information about college and career options given at different times, starting in ninth grade.	The school is still grappling with how to present college/career options.
8. **Timely, short-term interventions** – such as tutoring, extra assistance, and extended-day, -week, and -year programs – **allow students to catch up** quickly.	A range of interventions starts with programs to assess skills of incoming ninth grade. A "recovery system" offers short catch-up classes, allowing students to return quickly to (and succeed in) the assigned course.	Many interventions are offered before, during and after school, but not through a systematic program.	Few interventions are offered.
9. Multiple **strategies** are offered **to improve** students' **test-taking skills.**	Students have many opportunities to prepare for and take the Regents' exams and SAT/PSAT tests, starting in ninth and tenth grades.	Opportunities to prep for tests reach most students and are focused on eleventh and twelfth grades.	There are some opportunities for test prep assistance just before tests are to be taken.

III. A Culture of College Access

Indicators of Good Practice	Evidence of Implementation		
	REACHING ALL STUDENTS	REACHING MOST STUDENTS	BEGINNING STAGES
10. **Students** (and families) are **exposed to college through** college **visits and** college **fairs.**	The school hosts annual college and career fairs and sponsors college visits for all students. Direct linkages to specific colleges (including former students) offer clear options. The school also works with organizations that mentor students to attend college.	Events and activities such as college fair and overnight trips to expose students to college are offered to students.	Exposure to college is limited to certain students.
11. **Parents** are **involved in** planning and supporting the **goal of attending college.**	The school understands that parents' support for college-going is critical and offers parent nights, workshops, and assistance with financial aid applications.	The school makes several attempts to reach out and inform parents.	The school has sporadic contact with parents.
12. **Information on** required **tests** and courses, college **admissions** process, **financial aid, and** specific **colleges** in the area is **available to students** (and families) including undocumented students, starting in ninth grade.	The school makes it clear to new ninth-graders that the next four years will involve disciplined academic work aimed at graduation and post-secondary education. All faculty emphasize that serious careers depend on post–high school education and specify which programs are needed for specific careers.	The school gets out information about college over time. Most faculty emphasize the importance of college with students.	Serious information about college starts in eleventh grade, or with students most likely to succeed in college.
13. There is a **"college office"** or other place for students (and families) **to get information,** fill out applications, **and** receive **counseling on attending college.**	The school devotes a prominent physical space to the college-going process. This includes a college counseling office that shows pictures of colleges and offers a quiet, supportive space where students can work on their applications.	School promotes college in various ways, including visits to students in class.	The school has a counselor students can approach.
14. **Visits by community members, graduates, and college reps** show students the possibility and value of going to college.	The school is connected to community organizations, which provide critical resources such as service-learning, grant-writing, and mentoring.	Community connections offer helpful resources.	Contacts with community groups and alumni are sporadic.

IV. Effective Use of Data

Indicators of Good Practice	Evidence of Implementation		
	REACHING ALL STUDENTS	REACHING MOST STUDENTS	BEGINNING STAGES
15. Staff **track** four- and five-year **graduation rates, and percentages of students applying to,** and attending, two- and four-year **colleges.**	The school uses data to strengthen programs and practice, as well as analyzes graduation rates and reviews other data to keep track of students and inform their programs.	The school collects data and uses it as needed to track informally how students are progressing in the application process.	The school collects data and information but doesn't share it with teachers.
16. **PSAT/NMSQT and SAT/ACT test-taking rates** are **monitored.**	The school keeps track of students' PSAT and SAT test-taking rates and results. This information is used to design test-taking skills classes.	The school makes sure tests are given.	The school finds it difficult to keep track of who takes what tests.
17. **Data on financial aid and test scores** are **received by students.**	The school keeps close records on financial aid and scholarships for students.	The school is trying to collect some data on test results and financial aid.	The school's efforts are sporadic.
18. The school keeps **track** of **graduates' experiences and retention rates** in the different colleges they attend.	The school tracks percentages of students who apply to two- and four-year colleges, tries to stay in touch with graduates about how they're doing.	The school is concerned that they do not have a systematic way to collect this information.	The school has sporadic contact with graduates.

Practices and Programs
Supporting the Key Components and Their Indicators

These examples from the schools in the BTO study illustrate specific ways that they have implemented practices and programs that support the key components. Phrases in bold are further described in the Resource Directory.

I. Promoting Academic Rigor

1. Shared standards for rigor
- Grade-level and department meetings are held specifically to develop and sustain the standards.
- Staff retreats and professional development reinforce standards.
- Principal clearly expects that "All teachers will come to school prepared and spend time skill-building."
- Shared rubrics for rigor are used across departments and grade levels.
- Accountable talk and the workshop model are used across classrooms.
- An expo is held twice a year to feature quality student work across all grades.

2. Monitoring of course content and quality
- Principal visits classrooms regularly and conducts learning walk-throughs with faculty.
- All teachers use rubrics to assess student work.
- The assistant principal supervises all subject areas.
- The entire staff conducts learning walk-throughs.
- Teacher observations make sure the workshop model is followed.
- Teachers are involved in curriculum design.

3. Offering college prep and AP classes plus academic content in tech/career courses
- The school's stated goal is for all graduating seniors to have enough academic courses to qualify for college.
- All academic and voc-tech courses are at the college-prep level.
- Grades 9-10 do outside interviews with professionals in their field, then create and do a PowerPoint presentation about what they've learned.
- Shop classes ask students to do essay questions, research papers, essays, and reports.
- Students are encouraged and supported to go to local Community College for advanced classes not offered at the school.
- Special Ed students get job placements, then are prepared to go on to community college.
- A peer-judged science fair is held each year in every grade.

4. Monitoring all students' progress
- Counselor and college advisor closely track specific groups of students. "Both students and teachers' teaching are on the radar screen."
- Credit accumulation is watched closely by counselors and home room teachers.
- Struggling students meet weekly with advisors.
- Assistant principal monitors courses and departments where students struggle, then takes action.
- Counselor and principal review report cards every marking period and transcripts at end of year.

- Counselors track their own specific groups of students for four full years.
- School has an on-line program for grade team members to track students' progress.

II. A Network of Timely Supports

5. An adult is available to every student

- The school mission says and means: All students have a caring adult they can turn to at any time.
- The school works with a community program to match African American boys with mentors.
- Each teacher is asked to reach out to five students and, as a result, identify those who need help.
- The coordinator of student activities lives in the community and is the "mother figure" at the school.
- A partnership with a local foundation helps students via mentoring, goal setting, community service, and coaching through the college application process.
- Curriculum advisories (called "pit crew") meet weekly for forty-five minutes with freshmen.
- Teachers do academic and extra-curricular activities and coordinate conflict resolution.

6. Advisory/other structure promotes college and career objectives

- The school is billed as "college prep" and it is unacceptable for a teacher to say a student can't learn. "Our message: it's not whether you'll go to college, but where you will go."
- School intentionally hires teachers with multiple skills and interests to sponsor after-school clubs and other activities.
- Advisory system meets with students once a week, to track attendance and academic progress, and to talk about college.

- Ninth-graders' names are sent to colleges, which send materials to students.
- All students have an advisor, who emphasizes social, learning and character goals, and offers college and career support.
- For students reluctant or unable to attend college, the school pursues partnerships with local businesses and community organizations such as Job Corps.
- A bulletin board displays college acceptance letters.

7. Coordination of academic and voc-tech courses with college-career strategies

- A large consortium of work-pre-apprenticeship programs has been developed with big unions for students with shop and academic skills.
- The school makes it clear: "If you want to move beyond laborer status, you need college."
- Counseling for college and a career begins in the ninth grade.
- A Summer Bridge program for all incoming ninth-graders emphasizes college-prep skill building and careers.
- School covers educational requirements for specific careers in internships and when professionals visit school to talk with students.
- Staff have constant conversations about best strategies to encourage students and create effective programs.

8. Timely, short-term interventions

- Ninth-graders take a freshman survey to assess literacy, math, and science skills, and meet with advisor to assess needs.
- A Summer Bridge program for incoming ninth-graders is designed to prepare them for high school level work.
- Ninth-graders entering at low-performance levels take double math/English sections.

- All students are required to take a three-year sequence in a technical area.
- School offers a ten-week workshop intervention program in writing, global issues, and math.
- School offers after-school, summer school, Saturday academy, extra literacy classes, homework help, and credit recovery programs.
- Students failing all classes are referred to an academic recovery center that creates independent units where they can catch up.
- The Ramp-Up program covers literacy, math, organization and study skills.
- School does diagnostic testing one or two times a semester.
- School offers tutoring and peer tutoring during "lunch and learn."
- To analyze how better to engage students, instructional coaches support core-subject teachers in weekly 3-hour blocks using student work.

9. **Strategies to improve test-taking skills**
- An eleventh-grade supplemental class called writing workshop is devoted to test prep.
- Regents prep classes are offered during the last period of the day.
- School offers Scholastic Achievement Test (SAT) prep on Saturdays twice a year with all eleventh-graders, and PSAT prep for all tenth-graders.
- A bridge program works intensive test prep into block scheduling.
- Teachers take the Kaplan prep program and use it with their students for SAT and regents prep.

III. A Culture of College Access

10. **Exposure to college for all students**
- College visits made each year to several private and public schools. Students on each campus facilitate connections. While at these schools, students also visit five or six other universities.
- School hosts visits from colleges as well as a career day with professionals for all grades.
- College Now program covers both academic and technical courses.
- College Fair is held every year with seventy colleges, including Howard University. The school also holds a Hispanic college fair.
- Every student takes the PSAT.
- Annual one-week college tour to Black, Southern colleges, is funded by Colgate and other foundations.
- College trips are organized every year to local college with which school has a special relationship.
- Counselors lobby for undocumented students, steer them toward nonfederal scholarships.

11. **Strategies to involve parents in goal of attending college**
- School builds trust with families to overcome their reluctance to fill out financial aid forms with confidential information about family income.
- A "gifted" parent coordinator (an alumnus of the school) trains parents through parent academies.
- School hosts forums on financial aid for families.
- Family members serve as paraprofessionals and as informal liaisons between school and parents.

- Evening programs are offered for families on filling out college applications.
- Parents are invited to the college fair. In addition, advisors meet with parents four times a year and parents must pick up report cards at school. The school leadership team includes parents.
- The Freshman orientation, with its message of college prep for all students, includes parents.
- School held a financial aid fair for families and has a parent book club.
- Letters are sent home to parents to notify them on Regents test. Parent coordinator and counselor hold evening and weekend meetings for parents, bringing in experts on financial aid – almost half the parents attend.
- Parent coordinator reaches out to students first, then develops relations with families. He makes nightly phone calls when students are absent.
- Parent coordinator holds a workshop for parents about undocumented status and college access.

12. **Information starting in ninth grade for all students**
- Guidance counselors meet each year with students to sign off on transcripts. Letter goes home with transcript and describes what's missing.
- Technical students create passports to get into internships, which is a pre-college requirement for technical colleges.
- Starting at ninth-grade orientation, all students attend grade assemblies on tests, college admissions process and requirements, financial aid, area colleges, and requirements for specific careers. All students fill out graduation requirement forms with counselors.

- Guidance counselor is the "point person" for information on college, but info also given to advisors. The school has blocked military recruitment.
- College advisor (also the English teacher) and part-time counselor both help with essays. "Whatever needs to be done, we step up to do it."
- English classes help students with college essays and help prep for applications and Regents' test.

13. **A "college office" or other place keeps students aware**
- The college office has grown eight times in three years. A portfolio is created for each student.
- The college office visits senior classes, follows up with students' families.
- College advisor has contacts and relationships with colleges.
- College office offers students direct connections with people in careers, who then emphasize college.
- Four weeks a year, English teachers give lessons on writing college essays.

14. **Supports from college reps, community members, and graduates, to encourage college**
- A partnership with local community college allows students to take college-level courses. Many service-learning placements with community-based organizations (CBOs) esult in "large number of students" doing service learning.
- A ninth- and tenth-grade program invites alumni, parents, police, Con Edison, and other technical career representatives to come in and discuss the concept of a career and how to get there.

- Alumni return to speak with students, because the school stays in close contact with first and second cohort of students.
- A community group hosts a college fair, provides tutoring, and offers aid for college trips.
- School has identified fifty programs available with CBOs for service learning credits.
- Relationships with community organizations and businesses provide mentors for eleventh- and twelfth-grade students. "Service learning connects students to successful people, to see alternatives beyond pop culture messages."

IV. Effective Use of Data

15. Tracking graduation rates and college application and attendance

- School tracks four- and five-year graduation rates, as well as college acceptance rates. Faculty meet to analyze test scores and data via school report cards and other sources.
- Student progress is tracked each marking period. The principal gets scores from teachers and tracks numbers of students applying to two- and four-year colleges.
- School has division of assessment and accountability to look at student data, including report cards and interim reports.
- School keeps a cohort book with every senior's program and what they need to graduate. Students sign to acknowledge what they're missing. "Students who become seniors make it."
- Senior counselor tracks numbers of students applying to college.

16. Monitoring PSAT/NMSQT and SAT/ACT test-taking rates

- Every tenth-grade student at this school is required to take the PSAT.

- PSAT and SAT are given at the school; full-time guidance counselor works with seniors.

17. Data on students' financial aid and test scores

- The school makes a "tremendous effort" to make sure forms go out and are filled out correctly.

18. Tracking graduates' college experiences and retention rates

- Several schools "informally" keep track of graduates' college experiences, through contacts with alumni and staff at colleges with which the school has a special relationship. Many graduates return to teach at the schools from which they graduated.

College Pathways Rubric
Self-Assessment

I. Promoting Academic Rigor

Indicators of Good Practice	Evidence of Implementation		
	REACHING ALL STUDENTS	REACHING MOST STUDENTS	BEGINNING STAGES
1. Shared standards for rigor are developed and maintained			
2. Course content and teaching quality are monitored			
3. College prep and AP classes, tech/career courses with academic content.			
4. Students' progress is closely monitored.			

II. A Network of Timely Supports

Indicators of Good Practice	Evidence of Implementation		
	REACHING ALL STUDENTS	REACHING MOST STUDENTS	BEGINNING STAGES
5. Adult available to every student.			
6. Detailed college-going and career objectives			
7. Coordinates academic and technical courses with requirements for college and careers			
8. Timely, short-term interventions allow students to catch up			
9. Strategies to improve test-taking skills.			

III. A Culture of College Access

Indicators of Good Practice	Evidence of Implementation		
	REACHING ALL STUDENTS	REACHING MOST STUDENTS	BEGINNING STAGES
10. **Students exposed to college through visits and fairs.**			
11. **Parents involved in goal of attending college**			
12. **Information on tests admissions, financial aid, and colleges available to students**			
13. **"College office" to get information and counseling on attending college.**			
14. **Visits by community members, graduates, and college reps**			

IV. Effective Use of Data

Indicators of Good Practice	Evidence of Implementation		
	REACHING ALL STUDENTS	REACHING MOST STUDENTS	BEGINNING STAGES
15. **Track graduation rates, and percentages of students applying to colleges.**			
16. **PSAT/NMSQT and SAT/ACT test-taking rates monitored**			
17. **Data on financial aid and test scores received by students**			
18. **Track graduates' experiences and retention rates in college**			

This directory provides information about specific programs and practices, online resources, and other information and resources.

1. Information about programs and practices highlighted in bold under Specific Practices in BTO Schools

Accountable Talk

According to the Institute for Learning in Pittsburgh, "accountable talk sharpens students' thinking by reinforcing their ability to use and create knowledge." Teachers develop accountable talk in their classrooms by modeling appropriate forms of discussion and by questioning, probing, and leading conversations. For example, teachers may press for clarification, require justifications of proposals, challenge misconceptions, or demand evidence for claims and arguments.
For more information, go to:
www.math.utep.edu/Faculty/duval/class/random/ifl.html and
   http://www.instituteforlearning.org/

The workshop Model

According to Think/Quest NY City, the workshop model allows students to learn reading and writing skills through interactive participation. Instead of taking notes from a blackboard, students work together after a mini lesson on a specific reading or writing strategy. Students also learn from writing their own pieces of literature and reading novels that they choose.
For more information, go to:
   www.tqnyc.org/NYC052376/
   whatisworkshop_new.html

Learning Walk-through

A "Walk-Through" is when a principal makes a short (5-7 minutes) visit to every classroom in the school, focusing on a specific area for observation, announced ahead of time in the form of a question. Examples of questions include: "Is there enough teacher-student, student-teacher interaction?" "Is there evidence that multiple learning styles are being met?" After completing the "Walk-Through," the principal analyzes the information and decides how to best help staff.
For an article in Scholastic Magazine, go to:
   http://content.scholastic.com/browse/
   article.jsp?id=7440

Ramp-Up Program

A component of the America's Choice School Design program, Ramp-Up provides struggling readers entering middle and high school with daily instruction in reading, writing, listening, speaking, and skills. The program includes regular assessments of students' reading progress and 500-book classroom libraries, to ensure that students are reading books appropriate for their reading levels.
For more information, go to:
   http://www.ncee.org

College Now

A joint project of the City University of New York (CUNY) and the NYC Department of Education, College Now is a free program designed to prepare public high school students for college. In most cases, a public high school teams up with one or

more of the CUNY colleges to create a College Now partnership. The program offers academic courses, campus-based tours and cultural events, and scholarships.
For more information, go to:

> http://www.ccny.cuny.edu/education/ collegenow

2. On-line information on College Pathways programs

NATIONAL PROGRAMS

College Access Now!

> http://www.collegeaccessnow.org/

The College Access Now program identifies high school students who a) are economically disadvantaged; b) among the first-generation in their families to go to college and c) demonstrate potential and motivation to pursue higher education. Participants receive assistance in: SAT/ACT test preparation, the college admissions process, obtaining financial aid and scholarships; and transition to college.

College Center

> http://www.csocollegecenter.org/ index.aspx

CSO College Center is an initiative of Center for Student Opportunity, a nonprofit organization that works to fill the need for greater college counseling and preparation resources for first-generation and under-served college-bound students.

KnowHow2Go

> http://www.knowhow2go.org/index.php

Low-income students and first generation college aspirants are underrepresented on college campuses. To turn these students' college dreams into action-oriented goals, the American Council on Education, Lumina Foundation for Education, and the Ad Council launched the KnowHow2GO

campaign in January 2007. This multiyear, multimedia effort includes TV, radio and outdoor public service advertisements (PSAs) that encourage 8th through 10th graders to prepare for college using four simple steps. To help students find real-time, on-the-ground assistance, KnowHow2GO links to a grassroots network of partners, including 10 state coalitions and 60 national partners.

National Association for College Admission Counseling

> http://www.nacacnet.org/MemberPortal/ ProfessionalResources/Research/ collegeaccessanddiversity.htm

The National Association for College Admission Counseling supports the work of counseling and enrollment professionals as they help students make a successful transition to postsecondary education. The Web site offers links to several reports and studies about college access for students from diverse backgrounds.

National College Access Network

> http://www.collegeaccess.org/NCAN/ index.aspx

The mission of the National College Access Network (NCAN) is to improve access to and success in postsecondary education for first-generation, underrepresented and low-income students. The organization assists a network of state and local college access programs that provide counseling, advice, and financial assistance, by sharing best practices. It also helps communities create college access programs.

Pathways to College Network

> http://www.pathwaystocollege.net/index. html

The Pathways to College Network is a national alliance of organizations that use

research-based knowledge to improve post-secondary education access and success for the nation's underserved students. These include underrepresented minorities, low-income students, those who are the first in their families to go to college, and students with disabilities.

STATE PROGRAMS

Illinois College Access Network

http://www.illinoiscan.org/
The Illinois College Access Network (IllinoisCAN) links hundreds of college access providers that support a growing population of low-income and first-generation college students who face academic, financial and social support challenges to college access and success.

Massachusetts: ReadySetGoToCollege

http://www.readysetgotocollege.com/
index.htm
ReadySetGoToCollege.com was developed by the Massachusetts Department of Education and the Massachusetts Board of Higher Education to improve high school graduation rates and increase college readiness. The campaign has three goals: 1) Restore the value of the high school diploma; 2) Close the achievement gap; 3) Use data to hold ourselves accountable. Funding from National Governors' Association was used to create an outreach campaign designed to generate public support around the need for greater college readiness.

Minnesota State University: College Access Program

http://www.mnsu.edu/cultdiv/cap/
College Access Programs (CAP) identify and recruit students who show promise of success, and provide support for the transition from high school to college. The program

assists students in mastering subject matter, and building and improving basic skills for college success while still in high school, supplemented by a summer residential program. Components of the program include: planned activities to address the unique needs of urban and rural underrepresented students; after-school college prep seminars with information on financial aid and college admission procedures; provisional admittance for high school seniors to Minnesota State University, Mankato; and a year-round advising and tutoring; a two-year academic performance contract with all of its students.

Ohio College Access Network

http://www.ohiocan.org/
OCAN is the first statewide coordinating body for college access programs in the nation. The organization is focused on helping Ohio residents pursue postsecondary education by building and supporting local college access programs throughout the state, through hands-on technical assistance, professional development and grant opportunities. Currently, 35 college access programs serve nearly 205 of Ohio's 612 school districts, touching 173,000 students annually.

Washington State: Dream Project

https://depts.washington.edu/uwdrmprj/
The Dream Project is a student-initiated high school outreach program that partners University of Washington students with first-generation and low-income students in Seattle area high schools. The partners help with the college admissions process, including SAT prep, applications, writing essays, applying for financial aid, and finding scholarships.

3. Other resources and information

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Ascher, Carol, and Cindy McGuire. 2007. Beating the Odds: How Thirteen NYC Schools Bring Low-Performing Ninth-Graders to Timely Graduation and College Enrollment. Available from the Annenberg Institute for School Reform at
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Scurry, Jamie E. 2004. In Their Own Voices: Conversations with College Students from Underrepresented Populations. The Futures Project: Policy for Higher Education in a Changing World. Providence, RI: Brown University. Available online at
www.futuresproject.org/publications/In_Their_Own_Voices.pdf